

The Single Plan for Student Achievement

School: Donald E. Suburu School
CDS Code: 15635526115042
District: Lakeside Union School District
Principal: Sandy Ramay
Revision Date: October 6, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sandy Ramay
Position: Principal
Phone Number: 661.665.8190
Address: 7315 Harris Rd.
Bakersfield, CA 93313-9326
E-mail Address: sramay@lakesideusd.org

The District Governing Board approved this revision of the SPSA on October 11, 2016.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	10
School and Student Performance Data	12
CAASPP Results (All Students)	12
CELDT (Annual Assessment) Results.....	16
Title III Accountability (School Data)	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance	19
School Goal #1	19
School Goal #2	32
School Goal #3	38
Total Expenditures by Object Type and Funding Source	41
Total Expenditures by Goal	42
School Site Council Membership	43
Recommendations and Assurances	44

School Vision and Mission

Donald E. Suburu School's Vision and Mission Statements

School Vision

A place where students of the Suburu Community become college and career ready and independent lifelong learners.

School Mission

Donald E. Suburu School is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, Suburu School prepares all students to achieve to their fullest potential. Our goal is to produce students who are independent thinkers who make informed decisions as they become responsible citizens and productive members of society.

School Profile

Principal's Message

Welcome to Suburu School! The purpose of this Single Plan for Student Achievement is to provide parents and the community with information about academic achievements, qualifications of professional staff, progress in meeting state standards for all students, and goals to improve learning.

Our highly committed staff has made a strong assurance to provide the very best educational program possible for each of our students. As part of our program, in addition to our regular core subjects, we provide uninterrupted instructional time for intensive intervention, strategic intervention, and enrichment groups that are designed to meet the specific needs of every child on our campus. Teachers regularly use Common Formative Assessments to make informed decisions about their teaching and student learning. Chapter and unit assessments along with quarterly benchmark exams are also used to determine student progress towards reaching proficiency on the new Common Core State Standards. Our teachers meet in Professional Learning Communities and collaborate weekly with a focus on developing lessons and planning best teaching strategies to maximize student learning. Collaborative efforts among administration, teaching staff, and parents, will ensure students thrive in an environment that fosters emotional and academic success.

In October of the 2013-2014 school year, the California Common Core Standards became the official standards of our state and school. You may access these standards on the California Department of Education website at <http://www.cde.ca.gov/>. In the spring of 2015, students in third, fourth, and fifth grades, were required to participate in the California Assessment for Student Performance and Progress (CAASPP), an English Language Arts and Mathematics assessment administered from a computer. Districts and parents received test result data from this assessment from the past two years to compare student progress. The CAASPP results have been disaggregated to help guide instruction and professional development for this school year.

Suburu School Profile

Suburu School currently services 730 students in grades Transitional Kindergarten through fifth grade. The student body includes 9.86% receiving special education services, 14.2% qualifying for English learner support, and 64% receiving free or reduced-price lunch. Located in a suburban area in the Castle and Cooke development of Silver Creek, Suburu School is a small, friendly community school. All staff members are committed to providing a quality educational program, responsive to the needs of its students within a safe, nurturing environment.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each year our School Site Council revises the parent/guardian survey and the school then distributes it to parents/guardians. The 2015-2016 Parent Survey had a total of 304 parents/guardians respond at the time the surveys were counted and the findings are as follows: Ninety-five percent of parents/guardians feel welcome at our school, 99% feel their child is safe while at school; over 97% of parents and guardians agree with the discipline policies at our school and 69% would like more information on what their child is to learn at their grade level. Ninety-three percent of our parents and guardians can receive emails and over 90% of our parents/guardians feel the overall communication between school and parent is good to excellent. More information from this year's survey is available at the school office.

Our School Site Council and Leadership Committee reviewed the findings from the survey to make informed decisions for school improvement.

Our school has a Leadership Committee made-up of one teacher from each grade level, our District EL Coordinator, and the principal. This committee's main focus is on academic progress, curriculum, and the overall operation of our Professional Learning Community.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations made by the principal and vice principal occur on a regular basis in the form of "walk-throughs." During a walk-through, teachers continue to teach students without interruption to the lesson. Walk-throughs give the site administrators a snap shot of what is happening in each of the classrooms. Teachers are asked to post the learning objective(s)/essential question they expect the students to learn, in kid friendly terms, and review with them their expectations of the lesson outcome prior to and at the conclusion of instruction. Adhering to the new Common Core State Standards, student engagement, lesson rigor, classroom management, and the use of technology for instruction, are just a few items the principal and vice principal are looking for in each classroom during walk-throughs. A formal evaluation of teachers is completed by the administrators after two informal observations of complete lessons. These formal observations and evaluations are scheduled as determined by years of service in the Lakeside Union School District.

Our teachers work as a team and collaborate in Professional Learning Communities at least once a week on student "Early Out" days, and plan instruction for the upcoming week. It is not uncommon for the administrators to observe the same lesson taught during the same period, on the same day, in several classrooms.

Our school's main focus this year is reading fluency and comprehension. We received professional development in the area of Guided Reading last school year and are pursuing to put this program into full implementation. We strive to have all students reading at their grade level by the end of the school year. The first thirty-three minutes of each school day is set aside for targeted instruction, depending on each specific student's need. Students are provided with intensive intervention, strategic intervention, or enrichment, during this W.I.N.N. (What I Need Now) block of time. Our English Language Learner students are also provided with EL instruction at this time. Another grade level teacher may instruct students during W.I.N.N. Through this process, all of the teachers in the grade level work with students assigned to other grade level teachers. This gives teachers the opportunity to know more students and their specific, individual learning needs, making it easier to collaborate as a team of professionals and diagnose learning concerns for each of the students. We do not say, "My students," or "Your students," rather we say, "Our students," as we work as a team to provide the best targeted education possible for each of our students at Suburu School.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The California Assessment of Student Performance and Progress (CAASPP), state assessment program is based on the Common Core State Standards (CCSS), and administered through computer adaptive assessments designed by the Smarter Balanced Assessment Consortium (SBAC). All state assessments were computer based with the exception of fifth grade science which was administered with paper and pencil.

In June 2013, a new state funding formula was adopted by the state, known as the Local Control Funding Formula (LCFF). LCFF funding is being used to increase and improve core services to all students. Supplemental and concentration grants are proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

The LUSD is currently using the results of the CAASPP, locally developed benchmarks, common formative assessments and AR STAR results to measure student progress toward proficiency.

Grade level teachers meet in Professional Learning Communities and review student data weekly in the form of Quarterly Benchmark exams, Common Formative Assessments, Unit and Chapter Tests, Quarterly Accelerated Reader STAR comprehension tests, and/or observation. Instruction is modified and specific to each individual student's learning needs.

The school/district is in the process of implementing IlluminateEd, an assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Common Core State Standards (CCSS) in ELA/ELD and Mathematics, including intensive intervention programs. District assessments are standards-based and include criterion-referenced tests and curriculum embedded measures, benchmark test results and Common Formative Assessments. The data is used to drive instruction. Imagine Learning is an intervention program used with our lowest performing EL and Special Education students. NextGen Math is available to teachers as an additional resource for math practice and is aligned with the Common Core. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) will be used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The nine Essential Program Components (EPCs) of the Academic Program Survey (APS) developed by the California Department of Education are designed to support the improvement of student academic performance in reading/language arts and mathematics. The nine components have been identified in research studies as key factors for school improvement and for the functioning of schools that are 'beating the odds' by demonstrating success with challenging student populations. The foundation of this SPSA is based on the EPCs of the APS.

The use of continuous regular data drives the daily instruction for all teachers at Suburu School. Teachers meet formally to discuss student progress of each student in their grade level each week and plan instruction to meet each student's educational need. Through our W.I.N.N. program, teachers group students by the attainment of the standard they were expected to master and provide them with the proper instruction. Intervention and enrichment are purposefully taught depending on the specific needs of our students. There are four questions that are asked about each standards based lesson. 1. What do we want our students to learn and be able to do? 2. How will we know when each student has learned it? 3. What will we do if the child doesn't learn it? 4. What will we do once they have learned it? Our W.I.N.N. program provides our students with 165 minutes of protected intervention instruction each week.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The school/district makes every effort to staff all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Suburu School teachers have attended professional development in their credential area. The District participates fully in the Kern County Beginning Support and Assessment (BTSA) program, to have preliminary credentialed teachers acquire their clear credential. Our district provides an Intern Coach for all teacher Interns to provide additional professional support to them.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

With guidance from the District Leadership Team, all on-site and off-site staff development opportunities are directly linked to enhancing student achievement. A District Staff Development Committee comprised of two fully credentialed teachers, a principal, and the District Superintendent or designee serve as professional development oversight. Members meet on an as needed basis to discuss best practices for instruction and to ensure professional development opportunities are research-based.

The following Staff Development was provided to teachers last school year or will be provided this school year:

- a. CCSS 101 ELA
- b. Guided Reading
- c. Guided Reading Follow-up in the classroom
- d. Math Boot Camp
- e. Number Talks
- f. Fractions - 3rd-5th
- g. Digital Library
- h. Google Classroom
- i. Interim Assessments 3rd - 5th
- j. Positive Behavior Intervention System (PBIS)
- k. Aeries Parent Portal
- l. Imagine Learning
- m. IlluminateEd
- n. ELD: Designated and Integrated
- o. NexGen Math and Math Strategies
- p. Brain Research
- q. Benchmark Advanced Curriculum

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school/district fully implements instructional assistance and ongoing support to all teachers of ELA/ELD and Mathematics, including outside vendors. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the Common Core, and work inside the classrooms to support teachers to deepen their knowledge about the content and the delivery of instruction. Additionally, teachers may attain assistance on instructional practice through the Professional Learning Community on our campus.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school/district facilitates and fully implements structured PLC collaboration weekly meetings in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted (CCSS) RLA/ELD and Mathematics programs.

Teachers meet in Professional Learning Communities to review how successful they were in teaching each specific standard, and how successful each individual student was in mastering the standard(s) taught. Teachers design enrichment lessons for students who mastered the standards taught and design lessons for those students who did not master the standards. Those students who almost mastered the standard(s) will receive additional time and instruction. Students who did not master the standard(s), and as evidence shows through assessment, did not come close to attaining the material, will receive intensive intervention until the standard(s) are mastered.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The District utilizes Board approved instructional materials that are aligned to the curriculum, and have been approved by the California Dept. of Education (CDE). SBE approved publishers that are currently adopted and implemented by the Lakeside Union School District are used as a resource along with supplementary materials to teach the new Common Core State Standards. Lessons taught are specifically aligned with the new Common Core State Standards. The following is our currently adopted curriculum:

Reading Language Arts
K-5 Benchmark Advanced

Math
K-5 McGraw Hill

History-Social Science
K-5 Harcourt

Science
K-5 Harcourt

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for RLA/ELD and Mathematics. This time is given priority and protected from interruptions.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (transitional kindergarten through grade eight) for the SBE-adopted (CCSS) RLA/ELD and Mathematics, including intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. Through the Professional Learning Communities, teachers monitor and assess student mastery of the Common Core State Standards and adjust the lesson pacing accordingly.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district ensures sufficiency of textbooks for all core subjects. Core subjects are implemented as designed and documented to be in regular use in every classroom with materials for every student. The new ELD standards are intertwined with the ELA Common Core State Standards and teachers have the latitude to use other resources for daily use with all student groups.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student to meet state standards.

Scientifically based methods and strategies are used in W.I.N.N. to strengthen the core and deliver an instructional program that provides extended learning, minimizing the time students are out of the regular classroom during first good instruction.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level and Data Team Professional Learning Communities (PLCs) work together to address the needs of all underperforming students to meet standards. The school implements a strategic targeted intervention program for all grade levels.

14. Research-based educational practices to raise student achievement

The school/district fully implements research-based instructional strategies for student improvement. Strategies include:

Use Essential Program Components faithfully (EPC's)

- a. Professional Learning Communities
- b. Frequent Common Formative Assessments (CFA)
- c. Analyzing data from CAASPP results, CFA's, Benchmarks, and other assessments
- d. Use Research Based Teaching Strategies: Whole Brain Teaching, Thinking Maps, etc.
- e. Increasing DOK levels with lessons
- f. Using Student Engagement Strategies
- g. Adjusted Master Schedule
- h. Standards based instruction
- i. AR Program
- j. Intensive intervention

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school/district disseminates County Office of Education (COE) and community information that provides opportunities to parents to assist under-achieving students. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all stakeholders. Available resources include:

- a. Aeries Grade Book with Parent and Student Portal
- b. School/District websites with student and parent resources
- c. School voice mail for teachers to post homework and receive messages from parents
- d. Teacher email
- e. Blackboard Connect to post text messages and voice messages to parents
- f. Benchmark Advanced to access ELA Curriculum
- g. Parent volunteers
- h. ConnectEd Math series parent/student access
- i. Accelerated Reader Program

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Suburu School solicits and promotes involvement with all stakeholders through the School Site Council, ELAC, and other advisory committees, and has a formal Parent Involvement Policy which has been approved by the School Site Council. The district/school solicits and promotes the Local Control Accountability Plan (LCAP) development with all stakeholders. A district Parent as Partners Night is to assist parents in accessing the several programs which will assist them in monitoring their child's progress and provide additional resources for them. These programs include: Aeries Parent Portal, ELA Benchmark Advanced, ConnectEd for Math, Accelerated Reader, School/District Websites, and strategies on how parents can assist their students at home. Parents are assisted in setting-up a home email if they don't already have one, so they may take advantage of the programs available.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The LEA and SSC collaborate to develop a list of priority programs/activities focusing on student achievement. As funding becomes available, the LEA and SSC will refer to the aforementioned list to determine allocation. The District makes expenditures in accordance with the approved Consolidated Application. In June 2013 a new state funding formula was adopted by the state, known as the Local Control Funding Formula (LCFF). LCFF funding has been and will continue to be used to increase and improve core services to all students. Supplemental and concentration grants will be proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics, and the Single Plan for Student Achievement (SPSA). The District and school has created a funding plan which ensures that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards.

Description of Barriers and Related School Goals

The Academic Program Survey (APS) is the first step taken in assessing the school's status with respect to the nine Essential Program Components that support academic achievement in Reading/ English Language Arts and Mathematics. The survey document gives a description of what the full implementation of each component might look like. The APC is grade-span specific.

Current academic programs seek to ensure that all students succeed in the district's core curriculum. School staff members, the principal, and parents, work together to design and implement a program in which the resources of the school are coordinated and utilized to maximize student learning. Teachers work together to ensure that students' learning activities are coherent, build upon one another and extend understanding and knowledge of the core curriculum. The SPSA planning process encourages a collaborative decision-making process within the school community to meet the educational needs of every student in a timely and effective manner. The SPSA seeks to identify major strengths and improvement areas within the school program and in the design of strategies and activities to make the program one of high quality for all students. The SPSA is aligned to the Local Control Accountability Plan (LCAP).

Strengths of Academic Program

- 1) Master Schedule supports academic student intervention and enrichment
- 2) Adhere to Nine Essential Program Components
- 3) Fidelity to the new Common Core State Standards
- 4) AM W.I.N.N. students receive intensive intervention, strategic intervention, enrichment and/or EL services
- 5) EL taught a minimum of 30 minutes per day to improve reading fluency, comprehension, and writing skills
- 6) Math intervention daily for a minimum of 15 minutes
- 7) Common Formative Assessments given regularly
- 8) Student data analyzed continually to drive instruction
- 9) Common planning period for teachers to meet in Professional Learning Communities

Barriers and Challenges to Student Achievement

Barriers to student achievement can be attributed to risk factors such as: mobility, home related issues, language barriers, student and teacher absenteeism, quality of substitute teachers, teacher retention and recruitment, and varying levels of prior knowledge to learning. Donald E. Suburu School is a reflection of the community we serve.

A challenge we are addressing to improve on is putting technology in the form of a Chromebook into the hands of every 3rd through 5th grade student by the first of the year so they may use it daily in their core subjects. Our new ELA/ELD Benchmark Advanced curriculum uses technology as part of the daily components, and without the technology available to students, the curriculum can

not be taught with fidelity. Computer skills are part of the CCSS and they will assist our students to perform better in the core subjects. Also, another goal is to purchase Guided Reading Books for Kindergarten through second grade so teachers have enough resources to use with this researched based system to improve fluency and reading comprehension in our students performing at and below grade level.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	119	117	117	114	117	114	98.3	97.4
Grade 4	145	124	143	124	143	124	98.6	100
Grade 5	118	138	115	136	113	136	97.5	98.6
All Grades	382	379	375	374	373	374	98.2	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2398.1	2399.4	12	17	23	18	29	29	36	37
Grade 4	2450.8	2461.3	15	23	27	27	26	21	33	30
Grade 5	2464.3	2504.2	7	21	29	32	21	27	42	20
All Grades	N/A	N/A	11	20	26	26	25	26	37	28

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	16	16	49	41	35	43	
Grade 4	13	27	52	49	34	24	
Grade 5	13	18	42	51	45	30	
All Grades	14	20	48	48	38	32	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	14	48	46	41	39
Grade 4	20	21	50	48	29	31
Grade 5	16	29	39	49	45	23
All Grades	16	22	46	48	38	31

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	11	75	73	15	17
Grade 4	10	17	69	67	21	16
Grade 5	10	17	60	66	30	17
All Grades	10	15	68	68	22	17

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	14	58	52	31	34
Grade 4	14	16	63	59	22	25
Grade 5	19	29	51	56	30	15
All Grades	14	20	58	56	27	24

Conclusions based on this data:

1. Overall, 46% of students met or exceeded the ELA/Literacy Standards in 2016 compared to 37% in 2015. This is a growth of 9%.
2. Overall, students performed best in Listening, with 83% At, Near, or Above Standard, with a growth of 5% from last year.
3. Overall, students performed the least in Reading, with 68% At, Near, or Above Standard, with a growth of 4% from last year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	119	117	117	114	117	114	98.3	97.4
Grade 4	145	124	141	124	141	124	97.2	100
Grade 5	118	138	114	136	112	136	96.6	98.6
All Grades	382	379	372	374	370	374	97.4	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2393.6	2409.5	3	7	21	29	33	32	43	32
Grade 4	2455.6	2449.7	8	6	28	26	39	42	25	27
Grade 5	2442.9	2466.7	2	8	14	13	25	36	57	43
All Grades	N/A	N/A	5	7	22	22	33	37	40	34

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	21	46	38	48	41
Grade 4	19	20	38	31	43	49
Grade 5	4	10	30	34	66	56
All Grades	10	17	38	34	51	49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	9	44	54	44	38
Grade 4	10	10	48	54	42	36
Grade 5	3	7	34	42	63	51
All Grades	9	8	42	49	49	42

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	12	63	61	31	27
Grade 4	16	14	46	49	38	37
Grade 5	4	8	38	43	58	49
All Grades	9	11	49	50	42	39

Conclusions based on this data:

1. Overall, 29% of students met or exceeded the Mathematics Standards in 2016 compared to 27% in 2015. This is a growth of 2%.
2. Overall, students performed best in Communicating Reasoning and Demonstrating ability to support mathematical conclusions, with 61% At, Near, or Above Standard, with a growth of 3% from last year.
3. Overall, students performed the least in Concepts & Procedures and Applying mathematical concepts and procedures with 51% At, Near, or Above Standard, with a growth of 3% from last year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	0	0	0	***	0	25	0	75	50	0	25	0	0	0	25
1	22	15	8	30	31	38	39	27	31	9	12	12	0	15	12
2	3	5	0	41	27	11	45	36	61	7	23	17	3	9	11
3	4	4	0	35	35	10	38	48	43	15	13	29	8	0	19
4	0	5	0	45	32	37	35	45	53	15	18	11	5	0	0
5	0	32	0	42	26	52	42	32	48	0	11	0	17	0	0
Total	6	11	2	39	29	31	40	39	46	10	16	13	5	5	9

Conclusions based on this data:

1. During the 2015-16 school year, 33% of the English Learners tested in the Early Advanced to Advanced range which is down 7% from last year, 46% tested in the Intermediate level which is up 7% from last year, and 22% tested in the Early Intermediate range which is up from last year.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	111	116	111
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	111	116	111
Number Met	79	68	61
Percent Met	71.2%	58.6%	55.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	133	13	120	21	120	22
Number Met	41	--	33	10	23	10
Percent Met	30.8%	--	27.5%	47.6%	19.2%	45.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	169	162	158
Percent with Prior Year Data	100.0		100
Number in Cohort	169	162	158
Number Met	117	87	86
Percent Met	69.2	53.7	54.4
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	162	45	150	42	150	46
Number Met	49	28	38	19	26	20
Percent Met	30.2	62.2	25.3	45.2	17.3	43.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Proficiency in Reading/Language Arts	
LEA GOAL:	
All students will perform At/Near or Above Standard in English-Language Arts/Literacy by June 2017.	
SCHOOL GOAL #1:	
<p>*The school-wide average of all significant subgroups will meet or exceed standard as evidenced by the 2017 CAASPP.</p> <p>*Kindergarten -2nd grade students performing at or below grade level will be provided with researched based Guided Reading instruction to increase proficiency in reading fluency and comprehension as evidenced by formative and summative assessments.</p> <p>*3rd - 5th Grade students will be provided with a 1 to 1 Chromebook to support their learning of the CCSS in all core subjects and assist them in demonstrating proficiency in using technology as evidenced by collectively increasing their overall performance on the 2017 CAASPP in ELA.</p>	
Data Used to Form this Goal:	
2016 CAASPP Data, locally developed ELA benchmarks, and other summative assessments,	
Findings from the Analysis of this Data:	
All subgroups need more academic support. Proposed actions without expenditure amounts acknowledge that there is an expenditure. SSC does not have jurisdiction over general fund expenditures.	
How the School will Evaluate the Progress of this Goal:	
Disaggregate data from the 2017 CAASPP results compared to the 2016 CAASPP results, benchmarks, other ELA summative assessments, grade equivalency on the AR STAR assessments, and grade level running records.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
District-wide assessments CAASPP Interim Assessments	August 18, 2016 - June 2, 2017	Principal and Teachers	Locally developed benchmarks, other summative assessments and AR STAR assessments.	0001-0999: Unrestricted: Locally Defined	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Implement Illuminate, the district-wide assessment system . Data from these multiple assessments will be analyzed in grade level PLCs to evaluate student achievement.			
Common Formative Assessments	August 18, 2016 - June 2, 2017	Principal and Teachers	Common Formative Assessments (CFA's) will continue to be used to measure student mastery. CFAs will address the standards of concern found on the 2016 CAASPP results, District-wide benchmark testing, and other curriculum based assessments. Principals and Program Coordinators will train teachers on strategies of common formative assessments to guide curriculum and student progress. The use of CFAs will be fully implemented at each grade level and monitored by site and district administrators.	0001-0999: Unrestricted: Locally Defined	General Fund	
English Language Development (ELD)	August 18, 2016 - June 2, 2017	Principal and Teachers	Provide for teachers and instructional aides	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
			In addition to assigned EL monitoring and ELD instruction, EL students will receive RtI and SpEd services as needed to support learning. SpEd EL students will be included in daily strategic ELD instructional periods and ELD instruction. Implement best practices that address the systemic barriers that create long-term English learners. English language learners will be provided at least 33 minutes of daily ELD instruction to assure rapid transition to English proficiency and proficiency with grade level English Language Arts/ELD standards. Identified struggling EL students will receive extra instructional support from the EL Coordinator, a bilingual instructional aide, or Intervention Teacher. All EL students performing below their current level will have strong consideration to be provided a computerized intervention tool called Imagine Learning.	1000-1999: Certificated Personnel Salaries General Fund	100,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Special Services - Special Education	August 18, 2016 - June 2, 2017	Principal and Teachers	<p>Student Special Services offers direct services to students with disabilities or other special needs from the following staff members: Director, Speech Pathologists, School Psychologists, Resource Specialists, Learning Center Teachers, School Nurse and Health Technicians, Instructional Aides, County Services, ELD Coordinator, Transportation services, and Pre-school services. These services will be noted as goals from IEP meetings. RtI will be planned and monitored under the direction of the Director of Special Education Services and the child's classroom teacher. This department also monitors and offers services to foster students and homeless students.</p>	1000-1999: Certificated Personnel Salaries General Fund	250,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Special Education services will be provided for students who qualify for and need specialized educational services to address deficiencies in reading/language arts. Students are identified by General Education teachers and parents, using data from CAASPP results, Interim Assessments results, classroom assessments, classroom performance grades and intervention progress.			
ELA Strategic Intervention	August 18, 2016 - June 2, 2017	Principal and teachers	K-5 students will receive the required minimum of 30 minutes of daily strategic intervention instruction as needed. ELL students and students with disabilities will also receive daily strategic intervention along with core reading instruction. All students will be part of the Guided Reading process and running records will be part of their plan to help teachers guide instruction.	0001-0999: Unrestricted: Locally Defined	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
			<p>An Intervention Teacher will focus on improving reading for struggling under performing students in 1st-5th Grades with the main concentration being 3rd Grade.</p> <p>K-5 teachers will have access to a Guided Reading Book Room to pull intervention reading materials from.</p> <p>All 3rd - 5th grade students will have 1 to 1 Chromebooks. This will allow them to access adopted math and ELA/ELD curriculum, on-line resources, benchmarks, and other assessments. Students will also have the opportunity to use Chromebooks to improve their keyboarding skills and increase their proficiency in writing, math, and other subjects related to the Common Core.</p>		Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Tutoring (2nd - 5th Grades)	October 2016 - May 1, 2017	Principals and teachers	Under-performing students will be provided extra time for reading intervention instruction to assist them in attaining grade level proficiency. Teachers will use data from AR STAR assessments and Guided Reading for progress monitoring. Under-performing 4th & 5th grade students will be provided extra time for math homework instruction to assist them in attaining grade level proficiency.	1000-1999: Certificated Personnel Salaries	General Fund	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Study Team (SST)	August 18, 2016 - June 2, 2017	Principal and teachers	Program Coordinators will schedule SST meetings to monitor and serve at-risk students by increasing opportunities for academic success. SST meetings will also monitor the progress of students in danger of retention. The SST process is aligned to the RtI Tier Process. SST also serves as a mechanism for students with behavioral concerns. The team may offer several services which include counseling, social skills training, Parent Project parenting classes, and many other services from community agencies.	1000-1999: Certificated Personnel Salaries	General Fund	3,000
Full implementation of Common Core State Standards (CCSS)	August 18, 2016 - June 2, 2017	Principal and teachers	Full implementation of Common Core State Standards (CCSS) and standards-based instruction. All students will attain proficiency or better in English-Language Arts and math by June 2017.	0001-0999: Unrestricted: Locally Defined	General Fund	225,977
Professional Learning Communities	August 18, 2016 - June 2, 2017	Principal and teachers	Maintain Professional Learning Communities (PLC) planning time for instructors.	0001-0999: Unrestricted: Locally Defined	General Fund	.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PLC Meetings focus on student achievement data and grade level collaboration and articulation to enhance instructional strategies. There will be times set aside during the school year for cross grade level collaboration as well.			
Professional Development	August 18, 2016 - June 2, 2017	Principal and teachers	Provide Guided Reading Professional Development to all teachers with follow-up and coaching from Tulare County of Education. Provide Technology Professional Development on how to implement technology in the classroom. Provide a district Curriculum Specialist to support teachers in the implementation structures of the ELA curriculum and peer coaching.	0001-0999: Unrestricted: Locally Defined	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Utilize and improve technology to enhance instructional delivery	August 18, 2016 - June 2, 2017	Principal and teachers	3rd - 5th grade students will have access to 1 to 1 Chromebooks to access adopted materials and materials that supplement instruction. Teachers will receive professional development to support classroom technology and software. The district technology coordinator will attend workshops and conferences to support the district's technology vision and goals. Technology equipment will be in good repair or replaced as needed. Software programs (i.e. Accelerated Reader & Brain Pop Jr.) will be used to supplement the Common Core instruction. Keyboarding programs will assist students to become proficient in keyboarding, which is a skill required to be used on the CAASPP.	4000-4999: Books And Supplies	General Fund
					5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
			Students will visit the Chromebook lab weekly and be instructed by a Technology Teacher on keyboarding. Close Reading on a computer, and how to navigate the computer in testing settings among other valuable strategies. The Computer Lab is also utilized by students and the classroom teacher provides instruction to them.		Amount
Parental Communication	August 18, 2016 - June 2, 2017	Principal and teachers	Trained district and School Site Councils will review programs, assessment data and district plans to improve reading proficiency and achieve LCAP, LEA, and SPSA academic goals.	0001-0999: Unrestricted: Locally Defined	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
			<p>Parent notifications may include site/district web notifications and emails, assessment results, SARC, EL notifications and meeting dates and times, Special Education IEP's, SSTs, and Homeless Information. Communication with parents will also occur at Back to School Night, at Parent Conference Weeks, at Open House, on site and district level web sites, email, voice messaging, and text messaging.</p> <p>Parents/Guardians may set-up a meeting with a school official whenever they feel the need.</p> <p>Parents may use the district's Parent Portal to view student grades, attendance, and discipline records at any time. Progress Reports are sent home four times a year for grades 1st - 5th. Report Cards are sent home quarterly for 1st - 5th grades and three times for TK and Kindergarten.</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
			Parents may be invited to attend site and district workshops, and Parents as Partner Night, all designed to offer support from teachers to parents on specific academic areas. Parent meetings may be scheduled at each school site. Information will be sent home with students as well as placed on each school site's parent calendar.		Amount
Advisory Committees	August 18, 2016 - June 2, 2017	Principal and teachers	The District and Site Leadership Teams, LCAP Stakeholders, SSC, and D/ELAC will actively participate in the evaluation of program effectiveness and give input and suggestions for improvement.	1000-1999: Certificated Personnel Salaries	General Fund

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Proficiency in Mathematics	
LEA GOAL:	
All students will perform At/Near or Above Standard on the CAASPP in mathematics by June 2017.	
SCHOOL GOAL #2:	
<p>*The school-wide average of all significant subgroups will meet or exceed standard as evidenced by the 2017 CAASPP.</p> <p>*Kindergarten -2nd grade students performing at or below grade level will be provided with researched based Guided Reading instruction to increase proficiency in reading fluency and comprehension for Common Core math story problems as evidenced by formative and summative assessments.</p> <p>*3rd - 5th Grade students will be provided with a 1 to 1 Chromebook to support their learning of the CCSS in all core subjects including math, and assist them in demonstrating proficiency in using technology as evidenced by collectively increasing their overall performance on the 2017 CAASPP in Mathematics.</p>	
Data Used to Form this Goal:	
2016 CAASPP Data, locally developed benchmarks along with publisher assessments.	
Findings from the Analysis of this Data:	
All subgroups need more academic support. Proposed actions without expenditure amounts acknowledge that there is an expenditure. SSC does not have jurisdiction over general fund expenditures.	
How the School will Evaluate the Progress of this Goal:	
Disaggregate data from the 2017 CAASPP results in comparison with the 2016 CAASPP results, CAASPP Interim Assessments, local benchmarks, other Math summative assessments, and Common Formative Assessments.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Mathematics instructional materials	August 18, 2016 - June 2, 2017	Principal and Teachers	Ensure that every student in every classroom has CCSS aligned instructional materials.	4000-4999: Books And Supplies	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
			Equip students with 1 to 1 Chromebooks in grades 3rd - 5th to support the technology demands on the CAASPP. Chromebooks may be used to access the adopted math curriculum as well as supplemental material.		
PLC Meetings	August 18, 2016 - June 2, 2017	Principal and Teachers	<p>Maintain Professional Learning Communities (PLC) planning time for teachers.</p> <p>PLC Meetings focus on student achievement data, and grade level collaboration and articulation to enhance instructional strategies. There will be times set aside during the school year for cross grade level collaboration as well.</p>	0001-0999; Unrestricted: Locally Defined	General Fund
Intervention	August 18, 2016 - June 2, 2017	Principal and Teachers	Students will receive strategic and intensive intervention as needed through one on one instruction or small group instruction with their classroom teacher, a minimum of 15 minutes each day as detailed in the EPCs. ELL students with disabilities will also receive strategic and intensive intervention.	1000-1999; Certificated Personnel Salaries	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Students with Disabilities	August 18, 2016 - June 2, 2017	Principal and Teachers	Students will receive services as described in IEPs, ELD instruction and Learning Center students and English Learner SpEd students will be included in daily strategic Math instruction. Students will be assigned to the least restrictive environments.	0001-0999: Unrestricted: Locally Defined	General Fund
Professional Development	August 18, 2016 - June 2, 2017	Principal and Teachers	Provide materials-based professional development to all teachers. Teachers will receive Professional Development from Tulare County Office of Education and NextGen Math, on the Common Core and gain strategies on how to teach it using researched current best practices. Provide a district Curriculum Specialist to support teachers in the implementation structures of the math curriculum and peer coaching.	5800: Professional/Consulting Services And Operating Expenditures	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Parent Communication	August 18, 2016 - June 2, 2016	Principal and Teachers	Trained district and School Site Councils will review programs, assessment data and district plans, to improve math proficiency and achieve LCAP, LEA, and SPSA academic goals.		
			Parent notifications may include site/district web notifications and e-mails, assessment results, SARC, EL notifications and meeting dates and times, Special Education IEP's, SSTs, and Homeless Information. Communication with parents will occur at Back to School Night, Parent Conference Weeks, at Open House, on site and district level web sites and email. Parent/Guardians may set-up a meeting with a school official whenever they feel the need.	0001-0999: Unrestricted: Locally Defined	General Fund

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
			<p>Parents may use the district's Parent Portal to view student grades, attendance, and discipline records throughout the school year at any time.</p> <p>Progress Reports are sent home four times a year for grades 1st - 5th.</p> <p>Report Cards are sent home quarterly for 1st - 5th and three times a year for TK and Kindergarten.</p> <p>Parents may access ConnectEd an online parent/student information website that is operated by the math publisher McGraw-Hill, to assist students with attaining the CCSS in math.</p> <p>Parents may attend Parent Information Nights or Parents as Partners Night if they would like to learn more about the curriculum and the technology we use, so they may use it to assist students in their learning.</p>		Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
District-wide assessments	August 18, 2016 - June 2, 2017	Principal and Teachers	<p>Summative assessments from the My Math math curriculum by the McGraw Hill publisher will be used to assess students on the CCSS at all grade levels.</p> <p>Implement Illuminate, a district-wide assessment system using the CAASPP Interim assessments, My Math assessments, and formative assessments that assesses on-line. These assessments will provide experience for students to be assessed on-line and produce meaningful reports which will inform teachers of progress towards student proficiency on the CCSS. Data from assessments will be analyzed in grade level PLCs to evaluate student achievement.</p>	0001-0999: Unrestricted: Locally Defined	General Fund

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Annual Progress Learning English
LEA GOAL:
An increasing percentage of English learners will make annual progress in learning English.
SCHOOL GOAL #3:
By January 2017, the percentage of English learners learning English will increase to an Annual Measurable Achievement Objective (AMAO) of 63% in order to move toward state defined growth expectations as measured by CELDT.
Data Used to Form this Goal:
2016 CELDT annual assessment results data,
Findings from the Analysis of this Data:
The number of students performing at an Advanced or Early Advanced decreased from 40% in 2014-2015 to 33% in 2015-2016. Students performing at the intermediate level increased by 7%, students performing at the Early Intermediate level decreased by 3%, and students at the Beginning level increased by 4%.
How the School will Evaluate the Progress of this Goal:
The results from the 2016-2017 CELDT will determine progress towards our goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities	August 18, 2016 - June 2, 2017	Principal, Vice Principal, and Teachers	Teachers meet weekly to discuss best practices on implementing the Common Core State Standards, insuring the Depth of Knowledge (DOK) is of high rigor. They will also discuss student progress and strategies to use with each level of student performance. The new Benchmark Advanced ELA/ELD curriculum will be used to provide ELD services to EL students. ELD is part of the core curriculum.	None Specified	None Specified	
EL Instruction	August 18, 2016 - June 2, 2017	Principal, Vice Principal, and Teachers.	EL students will have 33 minutes each day of designated EL instruction. Teachers will also provide integrated instruction throughout the day in their daily instruction. EL students will have opportunities to practice academic language, especially oral language. Teachers will strive to increase the student talk time to an average of 50% per class.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention	August 18, 2016 - June 2, 2017	ELD Coordinator and ELD Instructional Aide	Students with the most intense needs have EL intervention with the ELD Coordinator or the ELD Instructional Aide. Also Imagine Learning, a computerized intervention tool is utilized.	1000-1999: Certificated Personnel Salaries	General Fund	
Professional Development	August 18, 2016 - June 2, 2017	Principal, Vice Principal, and Teachers	Principals, District Administrators, and teacher leaders will use students' data to establish the need for targeted staff development necessary for student achievement. Teachers and administrators will receive PD based on current student needs that align with academic standards and is based on scientific research.	0001-0999: Unrestricted: Locally Defined	General Fund	

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	General Fund	225,977.00
1000-1999: Certificated Personnel Salaries	General Fund	359,000.00
4000-4999: Books And Supplies	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	589,977.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Anh, Vu				X	
Chagoya, Gloria				X	
Craig, Audrey		X			
Hena, Hassan				X	
Naba, Andrea				X	
Redfeairn, Kari			X		
Ramay, Sandy	X				
Refuerzo, Marci		X			
Salcido, Christina				X	
Tucker, Chad		X			
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

X Other committees established by the school or district (list):
Suburu School Leadership Committee

Signature

Elena Rogers

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 6, 2016.

Attested:

Sandy Ramay

Typed Name of School Principal

Sandy K. Ramay 10/6/16

Signature of School Principal

Date

Audrey Craig

Typed Name of SSC Chairperson

Audrey Craig 10-6-16

Signature of SSC Chairperson

Date